



## BEHAVIOUR and DISCIPLINE POLICY

### Introduction

At Longney CE Primary Academy, children are part of a friendly, co-operative environment where there is an atmosphere of mutual respect and trust underpinned by our Christian Distinctiveness as a Church of England Academy. Behaviour Management is seen as an integral part of the curriculum that teaches social skills to all children. Every child is made to feel that they have a vitally important role to play in the life of the Academy where their achievements are recognised and acknowledged. This policy is underpinned by our Living Values: Trust, Respect, Perseverance, Forgiveness, Kindness, Creativity, Truthfulness, Co-operation, Thankfulness, Courage, Joy, Hope, Generosity, Service, Justice and Love. and our Vision statement:

*“Building Community, Enriching Lives”*

#### Aims and objectives

- To ensure the safety and well-being of every member of the Academy community.
- To ensure all members of the Academy community are valued.
- To protect the Academy environment.
- To teach pupils to have self-control and take responsibility for their actions.
- To teach pupils that actions and choices have consequences.
- To encourage parents to work in partnership with Academy.
- To allow each pupil to develop and demonstrate positive abilities and attitudes.
- To work collaboratively as a staff, sharing skills and ideas for managing pupils’ behaviour.
- To maximise the effectiveness of the curriculum and individual learning for every child.

The Academy provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.
- Be independent
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

The whole Academy works together to create a positive atmosphere, a sense of community and shared values.

#### **Rights and Responsibilities**

At Longney we believe that everyone in the Academy community has rights when in the Academy. These are:

**A right to learn**

**A right to teach**

**A right to respect**

**A right to safety**

Related to these rights is the one responsibility which we **all** share, which is to uphold these rights.

In order to protect these rights, a set of rules has been drawn up by the Academy community and agreed by the children (see appendix 1). Those who break these rules are reminded of the rights of others. In addition, each class has a set of classroom rules which are designed and agreed to by everyone in the class.

The promotion of the Academy's Christian ethos and behavioural expectations forms an integral part of the Academy's curriculum, both overt and 'hidden'. Collective Worship, takes place daily, and is an obvious vehicle for highlighting aspects of behaviour and also provides an excellent forum for discussion or for praise for groups and individuals. Work in the classroom also provides opportunities for highlighting good behavioural attitudes, Circle Time being one. Discussion and explanation, coupled with praise and encouragement, are the tools which our Academy uses to promote our behavioural expectations.

### **Rewards**

At Longney we encourage good behaviour by: -

- Making our expectations clear.
- Praising the children when they have behaved well or set a good example to others.
- Letting parents know how well they are doing.
- Awarding stickers, smiley faces, certificates, house points and other classroom-based incentives.
- Giving the children responsible and interesting jobs around Academy.
- Reminding them of correct behaviour, rights and responsibilities.
- Sharing their achievements with the whole Academy and parents in weekly Celebration Collective Worship
- Golden Time at the end of each term

### **Lunchtimes**

To assist the Midday Supervisors in promoting and recognising good behaviour at lunchtimes the Academy has developed the Values Award Scheme. This involves the presentation of badges in the Celebration Worship every Friday to children who demonstrate our Living Values through their behaviour at lunchtime or around the Academy.

### **Sanctions**

We investigate incidents of misbehaviour thoroughly. We treat all children fairly, following the consequences logically, and take account of individual children's needs acting in accordance with our Equality Policy. We identify vulnerable children in advance and use SEND processes to identify barriers that may make it difficult for them to follow and understand particular Academy rules. We plan how to overcome these barriers working with all staff and the parents of the child.

### **Traffic Light System**

Each class has a set of traffic lights that range from gold to red and children's name cards displayed clearly in the room. All children start the week on the green circle. Children will receive a warning for behaviour that disrupts the class and if their behaviour continues their name will be taken from the green and put onto amber. If they remain on amber for the session the sanction will be 5 minutes deducted from their playtime. If disruptive behaviour continues, the child's name will be moved to red and they will be sent to the headteacher. If their name remains on red, parents will be notified.

Adults will always refer to the consequences when reprimanding children and act accordingly.

Each child has the right to reflect and take responsibility for their own behaviour. Therefore, all children start each day with a clean slate, removed from the traffic lights, regardless of the previous day's behaviour and consequences.

Any serious incidents logged are dealt with by the head teacher and parents are consulted.

### **Internal exclusions**

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and the consequences alongside the traffic light system have been used, they may be given an internal exclusion. This is where the child will be removed to a senior member of staff or the head teacher, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged.

**Formal fixed-term and permanent exclusions**

At Longney we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the Academy's behaviour policy and if the pupil remaining in Academy would seriously harm the education or welfare of the pupil or others in the Academy, the head teacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the head teacher to discuss the pupil's reintegration to Academy. If appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) will be drawn up for the pupil. The pupil may also be referred to the Academy's learning mentor or advice sought from another outside agency. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the Academy. Further DCFS guidance on fixed and permanent exclusion can be found on [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

**Raising Self-esteem**

At Longney we realise the part that self-esteem plays in the child's health and well-being. The staff, therefore, undertake activities which enable children to recognise their successes in whatever part of the curriculum they occur. All contributions to the life of the class and Academy are recognised. Children are encouraged to take on responsibilities and to look after and consider the needs of younger children. The Year 6 children in particular are encouraged to undertake more responsibility by applying for jobs within the Academy environment. Children are encouraged to listen to and consider the views of others by taking part in Class Council sessions Circle Time, Parachute Games and Reflection time in Class Worship. The Academy School Council and Collective Worship team aim to increase children's self-esteem and confidence by debate and action. It also assists in promoting positive behaviour throughout the Academy, as well as encouraging mutual respect and concern for one another. It consists of 10 members, two children from each class, apart from reception. The Councils allows the children to begin to understand the process of democracy and gives them the opportunity to be involved in decisions about the future of Longney CE Primary Academy and the wider community.

The ability to be a good listener is also very important, and to accommodate and accept the views of others as of equal validity to our own, even if we may not agree with them. Year 6 have been taught to lead a Peer Mediation group, The Longney Listeners, which encourage pupils to listen to each other's point of view and sort out minor disagreements before going to a member of staff.

All children are in one of four houses, with team captains/ sports captains chosen annually from Year 6. Brothers and sisters are always placed in the same house. This reinforces the sense of 'family' and 'belonging'. Children are very loyal to their team and avidly count the team points before the ribbon is awarded and placed on the Team Cup every half term. The gaining of team points is an important part of Academy life and provides excellent motivation to work hard and behave well.

## Appendix 1

### LONGNEY ACADEMY RULES as agreed by Academy Council October 2015

#### In the Classroom

- We respect the right of other pupils to learn
- We will work together, listening to each other
- We will share the resources in our classroom
- We will move around the classroom sensibly

#### In the Hall at lunchtime

- We line up and wait for our lunch quietly.
- We sit on our chairs correctly, stack our dishes carefully.
- We sit with our friends and enjoy our dinner.
- We show respect for the Midday Supervisors and each other.

#### In the playground

- We play safely and fairly.
- We use all the equipment sensibly.
- We stop games when the bell rings and line up quietly and quickly.
- We care for our friends when they are hurt.

#### Our Netbooks

- We take care of the computers and use them correctly.
- We have permission to use the Internet.
- We push chairs in after use and sit on them correctly during lessons.
- We always shut down the computers correctly.

## Appendix 2

### Class Councils

All pupils must be actively engaged in pupil councils if they are to acquire the knowledge, skills and understanding outlined in the PSHE and citizenship curriculum. This can be best achieved through a system of class councils. These provide a regular time each week for pupils to solve problems in their everyday life at Academy. This could include practical difficulties, such as not having enough space for coats and bags or behavioural problems in the classroom, dining-room or the playground.

Class councils provide:

- An inclusive, structured forum for children to raise issues for discussion and decision-making in which all pupils in the class take part.
- A means for children to talk about issues and concerns relevant to everyday classroom life.
- A means for the Academy council to consult all pupils
- A positive experience for pupils, enabling them to find their own solutions to daily difficulties and problems, often by consensus.

At Longney every class apart from Reception organises a class council to:

- Help children develop responsible attitudes towards concerns that affect everyone. Pupils learn to listen to each other's points of view and help pupils who have special difficulties. The experience helps them to develop self-confidence.
- Improve behaviour of the class. Pupils with positive attitudes, who usually make up the majority, are able to influence attitudes generally.
- Give children a hands-on experience of taking part in a democratic decision making process.
- Create the feeling of belonging to a caring pupil community.
- Improve pupil/teacher relationships
- Prepare pupils to become useful Academy council members.
- Enable pupils to acquire skills in reasoning for and against an argument, committee

procedures, negotiation and self-expression.

At Longney class councils can be organised in the following ways:

- Pupils lead the meetings
  - The class agrees on the layout of the room. The options could include the following alternatives:
    - \_ Sitting in a circle
    - \_ Pushing all the tables together so that the pupils, including the chairperson can sit round them.
    - \_ The chairperson standing in front of the class while everyone else stays in their place.
  - Conventional committee procedures are used. The class agrees on how to indicate that they want to speak, such as putting their hand up.
  - Class representatives may take issues to the Academy council.
  - Before each meeting, members of the class write the issues they want to discuss on a sheet of paper on the wall. The chairperson and secretary, with the support of the class teacher, use this as the basis for the agenda.
- Key stage 1 children will need more support in leading meetings, but a regular class time to discuss issues is important for them too.

### **Academy Council**

Longney CE Primary Academy Council consists of two elected members from each class (apart from reception) and the House Captains.

The Council meets regularly throughout the year with the head teacher. Meetings are run following a similar format to class council meetings and the Year 6 representatives take the role of chairperson, vice chair, secretary and treasurer. Issues raised in class council meetings are discussed and pupil's suggestions are always welcomed. This proves a good forum for the pupil voice, whilst giving the council members an opportunity to play a leading role in the Academy. New members are elected each year.

Updated annually

Last updated – September 2016

To be reviewed – September 2017

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors